

Planning Activities - 14th September - 9th October 2020 (Week 4)

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| Activity | Fine Manipulative Activities (in) - For the children to use a range of fine manipulative activities to develop their fine motor skills. | Exploring the Water Area (in) For the children to explore the resources in the water area. | PE (in) . For children to explore the PE equipment safely; For children to attempt to take off their socks and shoes and put them back on. |
| Resources | Threading, pegs and boards, chain links (keyworker's choice) | Water area and core resources. | A variety of equipment. |
| Focused Curriculum | Physical Development - to develop their fine motor skills; to develop their hand/eye co-ordination | Understanding of the World - To play in the water , exploring how the resources can be used Mathematics - to use vocabulary of measure e.g. full, empty, more, less | Physical Development - to move with confidence, imagination and safety, travel in different ways e.g. slithering, shuffling, rolling, crawling, jumping, skipping, hopping, and showing an awareness of space. To travel around, under, over and through balancing and climbing equipment. |
| Other possible curriculum links | Personal, Social and Emotional Development - to be confident to try out new activities; to work in a small group, working together, sharing resources, turn taking Mathematics - to re-create a pattern created by keyworker; to make a 2-colour pattern. Communication and Language - to talk about and describe what they have made. | Communication and Language - to talk about what they see and what is happening. Personal, Social and Emotional Development - to be confident to try out new activities; to take turns and share resources Expressive Arts and Design - to play imaginatively | Personal, Social and Emotional Development - To take turns, show awareness of others, to take off shoes and socks and put them back on independently. Communication and Language - to listen to and follow instructions, to show understanding of under, over, on, through, behind, in front of. |
| Language and Questioning | I wonder how many beads you can thread on the string..... Can you tell me something about what you have made... Pattern, thread, string, beads, pegs, board, squeeze, connect, join, disconnect, clip | I wonder what would happen if...? Full, empty, more, less, heavy/light, water, flowing, slippery, splashing, dripping | How do you think we could climb on the? How can we move our body? I wonder which part of body we used when...? Up, down, climbing, sliding, over, under, through, turning, balancing, bouncing, hopping, jumping, slowly, carefully, twist |
| Individual Learning Opportunities | <ul style="list-style-type: none"> For all children to have a go at exploring an activity chosen by keyworker to develop their fine motor skills. For most children to persevere and make something with the chosen activity. For some children to re-create a 2-colour pattern and tell their keyworker about what they have made. | <ul style="list-style-type: none"> For all children to explore the resources in the water area For most children to experiment with how the water moves e.g. through funnels/wheel spins. For some children to comment on what is happening with the water. | <ul style="list-style-type: none"> For all children to explore the PE equipment safely and show an awareness of own space and others with/without support. For most children to listen and follow instructions. To have a go at putting on our socks and shoes. For some children to think of new ways of moving across equipment. |